

## Secondary 1

### Unit 2: History - Colonial Rule

1. Reading a range of sources about colonialism in Africa 1900s -1970s, write down 1 thing you know, 1 thing you'd like to know & 1 question. Share & discuss.
2. Colonialism means the occupation and control of one nation by another. Why would someone or some people want to take control over others? Discuss as a class.
3. Colonisation involved the 'scramble' & 'partition' of Africa. What do you think these terms mean? In pairs, discuss these terms and share ideas.
4. Use maps and research to identify and locate the 7 nations who scrambled for Africa. Make groups of 7 with a label each representing one of these nations.
5. If I throw 2 sweets to each group of 7 and each of you try to grab 1, that is like the 7 nations that SCRAMBLED to grab a bit of Africa.
6. Write your own definition of 'scramble' thinking about the game we have just played, in the context of the colonisation.
7. Scramble was the rush to grab & partition the formal sharing out of land. How would you have felt as an African living then. Create a role play conversation.
8. Africa was partitioned among European powers in the 'Berlin conference' of 1884 to 1885. Write a headline & front-page story about this from a European perspective.
9. What would the newspaper story have looked like from an African perspective? Discuss and explain differences.
10. From what we have learnt so far identify some key facts & dates. Write them in your books. Identify sources of information where known & say if they are reliable?
11. Why did the 7 nations want or need to colonise Africa? In groups, research, sort & write, some economic, social & political reasons. Present findings.
12. An economic reason for colonisation was to access cheap sources of raw materials like palm oil. In pairs, research some other attractive resources.
13. A social reason for colonisation was to settle additional population after the industrial revolution? Why would this have happened? In groups, role play an explanation.
14. A political reason for countries like Britain, was strategic to control important routes eg Nile & Suez Canal. In pairs, write & explain why using maps.
15. In role play & in groups, identify as a nation & use your list of reasons to act out a conversation. Explain why your nation wants to colonise Africa.
16. Draw and label a map of Africa showing which countries were colonised by which European nations.
17. Using a map, draw a table with different columns representing the European powers that colonised Africa. In each write the African country that the European power colonised.
18. Work with a partner to identify which European nations colonised the most African countries & which were not colonised at all. Who colonised Sudan?
19. At that time, Sudan was administered by Britain & Egypt (Anglo Egyptian Sudan). Research & present key events & dates in a timeline until present day.
20. Working in groups, use what you have learnt so far to write some questions about what you have learnt so far to another group. Identify what you think are trustworthy sources of information.

## Secondary 2

### Unit 2 Geography - Natural eco-systems

1. An ecosystem is comprised of all the non-living elements & living species in a specific local environment. In pairs, discuss & list usual ecosystem components.
2. Working around the school investigate 2 examples of ecosystems at different scales & study & sketch the components. Compare to initial list.
3. Components of most ecosystems include water, air, sunlight, soil, plants, microorganisms, insects & animals. Check & discuss with your ideas.
4. Ecosystems may be terrestrial or aquatic. They can be natural or man-made. Write a definition. Include a labelled sketch & map of a local example.
5. Natural ecosystems = self-sustained ecological units, low in human involvement with a high proportion of native biodiversity. Give examples.
6. Artificial ecosystems or man-made ecosystems including urban, suburban and agricultural areas, are significantly altered and maintained by human activity. Give examples.
7. In groups make models of a natural & an artificial ecosystem. Add labels to both. Explain similarities and differences. Look at others' components.
8. Research & describe the characteristics of the feeding hierarchy in an ecosystem. Include these terms: grazer, detritus, producers, consumers, decomposers, non-living chemicals, food web, nutrients.
9. Biodiversity is the variability among living organisms. Research & write your own, fuller definition & in groups, brainstorm reasons why biodiversity matters. Present ideas.
10. As each organism in an ecosystem has a purpose (i.e., a niche), the loss of just one species from an ecosystem could significantly shift the balance.
11. Ecosystems form in response to the unique but predictable geographical setting. Explain how a local example has adapted to its climate, topography & soils.
12. Why might ecosystem organisms be & how vulnerable to climate change events such as drought or flooding? In groups, present ideas with examples.
13. A forest is a dominant terrestrial ecosystem of Earth. Using an atlas, locate & explain position of major tropical rainforests. Add to a blank map of world.
14. Check a partner's work and use of phrases such as 'equator' & 'Tropics'. Add temperate & Savannah forest to your map & discuss locations.
15. In your discussions about forest distribution, investigate the importance of latitude, altitude and coastal settings. Why do these factors matter? Explain these & any other factors.
16. Research & present some information about types of savannah forest: tropical & sub-tropical, Mediterranean, temperate, flooded & montane. Each group to take 1 example.
17. The East Sudanian Savanna is a hot, dry, tropical savanna ecoregion in Central & E Africa. Al-Sudd, is a swampy lowland region of central S Sudan. Create a large map on the ground using found materials & show these ecosystems creatively.
18. In pairs, select another ecosystem such as Arctic or Alpine Tundra. Research & create a mini fact file with map. Display these in class.
19. In pairs, select two different ecosystems. Compare & contrast. Include examples of typical plants, animals, climate & explain threats. Present to class.
20. Using learning so far, in groups, present ideas as to how a local eco-system might be better conserved. Identify possible stresses from humans & some solutions.

## Secondary 3

### Unit 2: History - African Empires

1. Identify modern day Ethiopia on a map of Africa. Write some facts about its status today as an independent country. Share any ideas you have about its past.
2. Apart from a 5 year occupation by Mussolini's Italy, Ethiopia was never colonised. Discuss this statement in groups & come up with one good enquiry question.
3. In groups, use a range of sources to create a timeline of key changes in Ethiopia, with maps. Discuss & compare timelines & sources with other groups.
4. With British help & Haile Selassie to spearhead a resistance, Italy was defeated in November 1941. Using evidence, explain Haile Selassie's role in this.
5. Ethiopia was a symbol of African independence throughout much of the colonisation period. Do you feel this was justified? Explain why using relevant evidence.
6. Research the roles of Menelek II in the reunification of Ethiopia. Use your evidence to explain some good leadership actions. In groups, present in a drama.
7. In groups, select one aspect of the long history of Ethiopian empire. Research & present to the class. State & evaluate sources.
8. Create a timeline of the significant kings that ruled the Zulu monarchical empire in S Africa. Explain your choices.
9. Where was the Zulu empire? Find the location & identify the rivers said to act as boundaries for this empire. Show it on a map of Africa.
10. The Zulus were famed for their fierceness in war & their military organisation. Dramatise how their 'cowhorn' formation helped them tackle an invading army.
11. From your research explain some similarities between the Zulu empire & other African empires.
12. South of the Sahara in modern day Mauritania & Mali, the Ghana or Wagadu empire lasted from 6<sup>th</sup>-13<sup>th</sup> century. Research its peoples & key events in a timeline.
13. The Ghana or Wagadu empire was formed by the Soninke who dominated some Saharan trade routes. Research & map their empire, trade routes & important towns.
14. With a partner, explain some ways that the Ghana empire benefitted from the TransSaharan trade.
15. Compare the Ghana empire with the Ethiopian empire. With a partner, research & report back some similarities that made them successful.
16. In groups, select one different aspect of the Ghana Empire to research per group. Present findings to the class with reasoned points about its growth & decline.
17. The Mali empire in West Africa 1230 to 1670 was founded by Sundiata Keita. Locate, map, & draw a timeline illustrated with some key facts.
18. Sundiata Keita freed the people from the rule of the King of the Sosso Empire. Use a range of sources to analyse what happened. Act out in groups using drama.
19. Ancient kingdoms such as Ghana & Mali based their economies on trade & agriculture. Explain why with a partner, referring to location & climate.
20. Research & compare the Mali empire with others you have learnt about. Explain what an African empire means using these examples & present work in groups.

## Secondary 4

### Unit 2 Geography - Seas and Oceans

1. Using globes or maps, identify the five major oceans & their location. Discuss the difference between an ocean & a sea & give a definition for both.
2. Find & name some of the larger seas in the world. Explain why the five oceans are sometimes called the global ocean (they are linked).
3. Coasts are where land meets sea & where erosion & deposition take place. Recap the meaning of these terms as a class, using illustrations.
4. Size of wave, depth of water & type & size of sediment work together to cause erosion & deposition on coasts. Test these factors in a tank of water.
5. With a partner, note observations of your experiments with a tank of water & draw diagrams with notes to explain your findings. Present to the class & discuss.
6. Use your experiments, diagrams found in books & written descriptions to help you explain the formation of different coasts. With a partner, present 3 examples.
7. Constructive waves build up beaches and destructive waves erode them. Research more details & draw a diagram to explain each wave type.
8. Longshore currents meet the coast at an acute angle & flow in a zigzag motion. In pairs, research & explain with diagrams how sediment moves along the beach.
9. Use your research on longshore drift to explain the importance of wind direction & why some coasts may see greater transportation of material than others.
10. Rip currents can be dangerous for swimmers. Discuss a diagram of this process in groups & act out a drama to show a swimmer caught in the current.
11. Abrasion, Hydraulic action, Attrition & Corrosion (also known as solution) are 4 key processes of erosion. Write a definition for each term.
12. Beach, estuary, cliff, headland, cave, arch, stack are all coastal landforms. In groups, create a 3D model that shows all of these. Are these depositional or erosional landforms?
13. In groups, using what you have learnt so far, create a glossary of coastal terms not already described. Add an illustration for each & examples where you can.
14. In pairs, discuss the significance of beaches & bays to humans. Present some ideas to the class thinking about social, environmental & economic benefits.
15. As a class, discuss how extreme & unusual weather patterns due to climate change affect coastlines & the way that they are used.
16. A tide is the periodic rising & falling of water in large bodies of water in response to the gravitational attraction of the Moon & Sun. Illustrate this process with diagrams & explain.
17. Coastal erosion causes caves, arches & stacks. Make 3D models to show these stages of erosion & explain what has happened with particular reference to hydraulic action.
18. Beaches, spits & marshes are examples of some depositional landforms. In groups, draw or use images with labels to explain each of these.
19. In pairs, examine images of different coastal landforms. Discuss, name & identify them as erosional or depositional. Compare & discuss your work with another pair.
20. Using a range of references, work in groups to research, analyse & explain the importance of tides to coastal, geological processes. Present your findings.